OTS Canadian Journal

The Mediation Role of Student Engagement Between the Influence of English Language Anxiety and Academic Achievement in Higher Education

Nawsherwan Ismael Muhialdin Ormzyar

English Department, Haibat Sultan Technical Institute, Koya, Kurdistan Region, Iraq

Abstract— The purpose of this study is to evaluate the effect that students' anxiety has on their academic performance, taking into account the function that student involvement plays as a mediator, at private institutes in the city of Erbil. To measure the effectiveness of the present research, the researcher employed a quantitative research approach in the form of a survey. The questionnaire was given out of total of four private institutes in the city of Erbil. Despite this, the researcher was successful in collecting 110 fully filled-out questionnaires. After the data collection phase was finished, all of the collected information was analyzed using SPSS to determine the impact that students' anxiety had on their academic achievement, taking into account the role that student engagement played as a mediator, at private institutes located in Erbil city. The findings proved a significant and positive mediation role of student engagement between student anxiety and academic achievement at the selected four private institutes in Erbil city. The study recommended that involvement and participation in class, group projects, and other classroom activities have been shown to improve students' engagement and decrease their anxiety. Furthermore, providing workshops, training sessions, and other resources to help students cope with their anxiety about learning a new language.

*Keywords—***Anxiety, Engagement, Fear of Negative Evaluation, Communication Apprehension, Academic Achievement**

I. INTRODUCTION

In higher education, the connection between student involvement and academic accomplishment is a complicated one, and it can be influenced by a wide range of factors, one of which is fear regarding the English language. Research has demonstrated that higher levels of student involvement are positively associated with better academic performance. On the other hand, research has also indicated that language anxiety can negatively affect both levels of student engagement and academic achievement (Büchele, 2021). As a result, the level of student engagement may serve as a kind of mediator between the influence of English language anxiety and academic accomplishment. Simply put, when students report lower feelings of anxiety, they are more likely to interact with the content of the classes they are taking, which in turn leads to greater academic achievement. This shows that interventions focused on lowering language anxiety may indirectly improve academic

achievement by enhancing student engagement in classroom activities (Bradley et al., 2021).

Students may suffer from a condition known as "English language anxiety" if they feel that their use of the English language in academic contexts will be evaluated negatively. This can have a detrimental effect on their academic achievement by limiting their participation in class, their capacity to grasp and remember material, as well as their confidence when speaking or writing in English (Raza et al., 2021). On the other hand, academic achievement in higher education refers to the degree to which students meet the educational goals established by their institutions and achieve the expected learning outcomes. It is a measurement of their success in the classroom, which includes their grades, test scores, as well as the completion of assignments and projects (Hua and Wang, 2023).

According to the findings of recent studies, there is a clear connection between concerns about the English language and lower levels of academic success in higher education. When compared to students who have lower levels of anxiety, individuals who experience higher levels of language anxiety typically have a lower academic performance overall. This shows how important it is to treat language anxiety among students who are enrolled in higher education, as it can have a substantial impact on the academic success of these individuals (Dewaele and Li, 2021).

The level of involvement and participation shown by students in their academic activities and experiences is referred to as "student engagement" in this context. This covers factors like attention, motivation, and effort towards academics, as well as interactions with fellow students, teachers, and members of the larger academic community (Jiang and Zhang, 2021). On the other hand, a student's performance in their academic endeavors is what is meant to be measured when referring to their academic achievement. This can be determined by looking at grades, test scores, the amount of work completed on assignments and projects, and

any other markers of success that are relevant (Panigrahi et al., 2021).

Academic success has been shown to be positively correlated with students' level of participation in class, according to research. When compared to students who are less engaged in their academic activities, those students who are more engaged in their academic activities are likely to have higher marks and better educational results. This demonstrates the significance of encouraging student participation in higher education, as this can have a beneficial effect on a student's overall academic performance (Pascoe et al., 2020). It is important to keep in mind that numerous personal, institutional, and societal elements, such as student motivation, the teaching and learning environment, and the availability of resources and support, can all have an effect on a student's level of academic engagement and accomplishment (Luan et al., 2020).

1.2 The aim of the study

The purpose of this research is to evaluate whether or not student engagement acts as a mediator between the influence of English language anxiety and academic accomplishment in higher education. Specifically, this investigation will focus on the relationship between the two variables. In other words, the purpose of the study is to investigate whether or not active participation on the part of students might counteract the detrimental effects of English language anxiety on academic performance in an institution of higher education.

1.3 Research problem

The relationship between student anxiety about the English language, student engagement, and academic accomplishment in higher education is the focus of the research problem that is being investigated. The purpose of this study is to find out whether or not student engagement is a moderating factor in the relationship between English language anxiety and academic accomplishment (Guo, 2021). To put it

another way, the purpose of this study is to investigate whether or not the level of student engagement can mitigate the detrimental effect that English language anxiety has on academic performance.

1.4 The Importance of the Study

The possibility of identifying strategies and interventions that can assist in mitigating the adverse effects that anxiety can have on a student's academic performance underlines the significance of conducting research into the mediating role that student engagement plays in the relationship between English language anxiety and academic achievement. By

gaining an understanding of the role that student engagement may play in mediating this relationship, educators and institutions will be better able to develop strategies that are specifically geared toward assisting students in overcoming their language anxiety and achieving their academic goals. The findings of this study can also shed light on the significance of student participation in higher education and the influence that involvement has on a person's likelihood of achieving their academic goals.
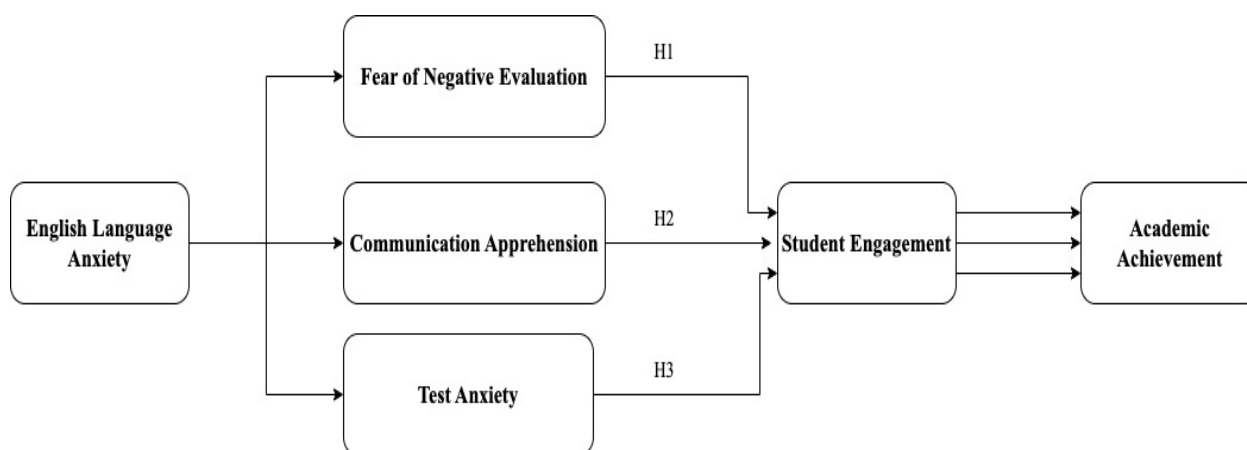
1.5 Conceptual Framework

Figure 1: Conceptual Framework

1.6 Research Hypotheses

H1: Student engagement mediates the relationship between fear of negative evaluation as a dimension of English language anxiety and academic achievement in higher education.

H2: Student engagement mediates the relationship between communication apprehension as a dimension of English language anxiety and academic achievement in higher education.

H3: Student engagement mediates the relationship between test anxiety as a dimension of English language anxiety and academic achievement in higher education.

II. LITERATURE REVIEW

2.1 The concept of English Language Anxiety

Anxiety is a mental and physiological state that is characterized by emotions of concern, uneasiness, and unease. Anxiety can be caused by a number of different things. It is a natural reaction to stress and can be helpful in certain circumstances, such as providing an individual with an early warning of a potential threat. On the other hand, an anxiety disorder may be present if the individual's level of worry is high and it disrupts their ability to perform daily tasks. Anxiety disorders are the most common types of mental health conditions, and they can present themselves in a variety of ways

(Reeve et al., 2020). These ways include anxiety disorders, panic disorders, and obsessions. Anxiety can generate both physical and psychological symptoms, including continuous worry, self-doubt, and anti-social behaviors. Physical symptoms include a racing heartbeat, perspiration, and tense muscles; psychological symptoms include continuous concern, negative thinking, and avoidance actions. The most common and successful approach to treating anxiety disorders is a combination of talk therapy and pharmaceutical interventions (Shah et al., 2021).

English Language Anxiety is a term that is used to characterize the emotions of apprehension, anxiousness, and feeling worried that individuals may experience when they are anticipated to use English as a second language (ESL) in a circumstance where they feel evaluated, for instance in a school environment or when taking a test. English language anxiety can be caused by the expectation that an individual will use English as a second language in a situation where they feel judged. This form of anxiety can be caused by a number of different circumstances, such as a lack of confidence in one's abilities to use the English language, a fear of making mistakes, or fears about receiving an unfavorable evaluation (Mishra, 2020). Anxiety regarding the English language can have a substantial impact on the process of learning a language, and it can also lead to lower motivation and academic accomplishment. Therefore, it is essential for teachers and educational institutions to acknowledge and address the problem of English language anxiety in order to provide students with assistance as they travel along the path of language acquisition. There are several types of student's anxiety as below (Poort et al., 2020);

2.1.1 Fear of Negative Evaluation

Fear of Negative Evaluation (FNE) is a kind of social anxiety that is defined by an extreme and pervasive fear of being assessed, evaluated, or condemned by other people. Fear of Negative Evaluation can also be abbreviated as FNE. People who have FNE have a tendency to be excessively self-conscious and sensitive to the opinions of other people (Han et al., 2021).

As a result, they may want to avoid situations in which they believe they may be evaluated or judged. FNE can cause a drop in both self-esteem and confidence, which can make it difficult to participate in daily activities like going to work or school or interacting with other people. The fear of public speaking, job interviews, and performance assessments are all common events that have the potential to trigger FNE. Changes in lifestyle, as well as psychotherapy and medication, can be very helpful in treating FNE. Cognitive behavioral therapy, often known as CBT, is a widespread form of therapy that can help individuals manage FNE by modifying negative thought patterns and providing coping skills to handle anxiety in social situations. This type of therapy is also known as cognitive behavioral therapy (CBT) (Iqbal et al., 2022).

Fear of negative evaluation (FNE) toward the English language is the intense fear and worry that individuals might experience while using English as a second language (ESL) in situations where they feel they may be judged, evaluated, or criticized. This fear can be referred to as "fear of negative evaluation" (FNE) for short. This particular form of anxiety may originate from a lack of self-assurance over one's command of the English language, a fear of making mistakes, or a concern about receiving an unfavorable evaluation. FNE toward the English language can have a substantial impact on language acquisition and can lead to lower motivation, less participation in class, and poor academic accomplishment (Tomás et al., 2020).

Educators and educational institutions can implement strategies such as providing a supportive and non-judgmental learning environment, encouraging positive self-talk and self-reflection, and providing individualized support and feedback to students in order to help mitigate the negative impact that FNE has on the English language. Individuals who experience significant and chronic dread and anxiety due to their English language abilities may, in certain instances,

also be suggested to participate in treatment and take medication for their conditions (Zhang, 2021).

2.1.2 Communication Apprehension

The term "communication apprehension" (CA) refers to the fear and discomfort that people feel while talking with others, particularly in situations involving public speaking or interpersonal communication. This form of anxiety can manifest itself in a number of different ways. CA can range from slight uneasiness to acute fear and can have a negative impact on an individual's ability to participate in social events, maintain healthy relationships, or achieve success in scholastic or professional endeavors (Erdoğdu, 2019).

Negative self-perception, a lack of experience or training in communication, and previous traumatic events are some of the elements that have been linked to CA as potential underlying causes of the disorder. Individuals who suffer from CA may find that attending therapy, such as cognitive-behavioral therapy or exposure therapy, and engaging in self-help activities, such as visualization, positive self-talk, and relaxation techniques, are helpful in the management of the condition. Taking classes that teach communication skills or getting plenty of practice delivering speeches in front of an audience while surrounded by positive people can also help minimize CA over time (Acosta-Gonzaga and Ramirez-Arellano, 2021).

The term "communication apprehension" (CA) in reference to the English language refers to the dread and uneasiness individuals feel while communicating in English, particularly in settings involving public speaking or interpersonal communication in which English is the primary language utilized. People who are not native English speakers or who have limited experience using English in real-life settings may find it particularly difficult to cope with this form of anxiety. CA has the potential to have a negative impact on students' ability to learn English, as well as on their academic performance and professional growth. Individuals who suffer from CA towards the English

language may find that therapy, such as cognitive-behavioral therapy or exposure therapy, as well as self-help practices such as visualization, positive self-talk, and relaxation techniques, are beneficial in helping them manage their condition (Feng and Mohd Rawian, 2023).

Getting regular practice in English conversation and communication skills in a nurturing setting, such as with a language teacher or in a language club, can also be beneficial in the long run for reducing CA. In addition, individuals who have CA toward the English language may benefit from participating in classes or workshops that are geared toward enhancing their communication abilities in English (Sadoughi and Hejazi, 2022).

2.1.3 Test Anxiety

Anxiety associated with taking tests or exams, such as academic, professional, or licensing exams, is referred to as "test anxiety." This type of anxiety is characterized by acute fear and stress related to taking the tests or exams. People who suffer from test anxiety may have both physical and cognitive symptoms, including negative self-talk, intrusive thoughts, and problems concentrating. Physical symptoms include perspiration, a quick heartbeat, or stomach discomfort. Cognitive symptoms include difficulties concentrating (Xu and Zou, 2022).

Anxiety before a test can have a negative impact on performance, which in turn can lead to a reduction in academic or professional achievement. Individuals who suffer with test anxiety may find that therapy, such as cognitive-behavioral therapy or exposure therapy, as well as self-help measures such as visualization, positive self-talk, and relaxation techniques, are beneficial in helping them control their symptoms. In addition, taking measures to prepare for examinations, such as studying efficiently, getting an adequate amount of sleep, and maintaining a good diet, can assist in the reduction of test anxiety and the improvement of performance (Poon, 2020).

Test anxiety towards the English language refers to a strenuous apprehension and fear connected to taking an exam or tests in English, including English language proficiency tests or academic exams where English is the primary language used. Examples of these types of tests and exams include academic examinations where English is the primary language used. This kind of anxiety can be particularly problematic for those who do not speak English as their primary language or who have limited experience speaking English in circumstances where testing is involved (Liu and Wang, 2021).

Anxiety about performing poorly on an English language test can impede performance and academic success, which can in turn lead to a drop in motivation and confidence. Self-help strategies, such as visualization, positive self-talk, and relaxation techniques, can be beneficial to individuals who are attempting to manage their test anxiety in relation to the English language. Individuals may also benefit from therapies such as cognitive-behavioral therapy or exposure therapy. It is possible to lessen test anxiety and increase performance by practicing English language skills, particularly in situations where tests are being taken, as well as by taking steps to prepare for exams, such as studying properly and obtaining a suitable amount of sleep (Silvola et al., 2021).

2.2 Student Engagement

The level of attention, passion, and active participation that students have in their academic and social activities is referred to as "student engagement." It involves a wide variety of behaviors, attitudes, and experiences, some of which are being present in class, paying attention when the instructor is speaking, participating in class discussions and activities, and being academically motivated. Increased academic accomplishment, higher grades, and greater critical thinking and problem-solving skills are some of the many good effects that have been linked to high levels of student involvement in the classroom (Samara et al., 2021).

Educators and educational institutions can build supportive learning environments, provide opportunities for student involvement and cooperation, and offer compelling and pertinent course materials and activities to increase the level of student engagement in the classroom. Enhancing student engagement can also be accomplished through the provision of tailored support in the form of mentorship and feedback that is specific to the particular student. Educators and educational institutions can contribute to the development of a learning environment that is more satisfying and fruitful for students if they encourage student engagement (Zhang et al., 2020).

High levels of student involvement are positively connected with higher academic performance, indicating that there is a significant relationship between the two. Academic achievement and student engagement are closely tied. It is far more probable that students will attend class, pay attention in class, participate in class debates and activities, and be driven to study when they are involved in their academic and social activities (Kim and Kim, 2020). These habits can lead to improvements in critical thinking, problem-solving skills, and the ability to better retain information learned in class, which can ultimately result in higher grades and enhanced academic accomplishment. A student's entire experience, as well as their sense of belonging, can be improved if they are actively participating in their education. Students who are actively participating in their education are more likely to feel connected to both their classmates and their teachers. As a consequence of this, teachers and educational institutions work hard to develop learning environments that are conducive to student growth and to provide students with course materials and activities that are both interesting and pertinent to their studies (Di Malta et al., 2022).

2.3 Academic Achievement

Academic achievement is the level of success or mastery that an individual attains in their academic pursuits, and it is often assessed by grades, test scores, and other performance measures. Academic success can also be thought of as academic mastery (Yu et al., 2020). The term "academic achievement" can refer to mastery of a wide variety of topics and abilities. It is a significant indicator of success in education and is frequently utilized as a predictor of future success in further education as well as in the workforce. A strong work ethic, productive study habits, and a positive attitude towards learning are often correlated with high levels of academic accomplishment. Individuals can improve their academic performance by developing efficient study habits, seeking assistance from instructors and tutors, and taking part in academic and extracurricular activities that are interesting and pertinent to their studies (Kuo et al., 2021). A student's potential for academic success can also be significantly impacted by the presence of a supportive learning environment that encourages active student participation and serves to motivate students (Heo et al., 2022).

In the context of higher education, the term "academic achievement" refers to the amount of success or mastery that a student attains in the course of their college or university studies. This level of success or mastery is often measured by grades, test scores, and other performance measures. When it comes to higher education, academic achievement is a crucial component in determining whether or not a student will be successful in their academic endeavors as well as their future opportunities for career growth and professional accomplishment (Liu et al., 2021).

A strong work ethic, productive study habits, and a positive attitude towards learning are often correlated with high levels of academic accomplishment in higher education. Students can improve their academic performance in higher education by developing productive study habits, seeking guidance from professors, academic advisers, and tutors, and taking part in interesting and pertinent coursework and activities. In addition, the creation of a positive learning environment that encourages active participation and academic drive on the part of students can be a significant factor in promoting academic success in higher education (Wang et al., 2022).

Academic achievement and the English language are often interrelated in higher education, as English is often the primary language of instruction and communication in many countries. A student's proficiency in English can play a significant role in their academic achievement, as difficulties with the language can lead to decreased motivation, reduced attention in class, and lower grades. Conversely, high levels of proficiency in English can enhance a student's ability to participate in discussions, understand course materials, and perform well on exams, leading to improved academic achievement (Wang and Zhan, 2020). To improve their academic achievement, students who struggle with English language proficiency may benefit from additional language support, such as language classes or tutoring. Additionally, a supportive learning environment that provides opportunities for language practice and fosters student engagement and motivation can also play a key role in promoting academic achievement for English language learners (Wickersham et al., 2021).

III. RESEARCH METHODS

The purpose of this study is to evaluate the effect that students' anxiety has on their academic performance, taking into account the function that student involvement plays as a mediator, at private institutes in the city of Erbil. Student engagement was chosen as the mediator between students' anxiety dimensions, which included fear of negative evaluation, communication apprehension, and test anxiety, and academic achievement for the purpose of this study. This was done so that the effectiveness of the measurement of the mediation role could be maximized. To measure the effectiveness of the present research, the researcher employed a quantitative research approach in the form

of a survey. The questionnaire was given out to a total of four private institutes in the city of Erbil. Despite this, the researcher was successful in collecting 110 fully filled-out questionnaires. The Likert scale was used to evaluate each item in the questionnaire. The scale ranged from 1 to 5, with 1 meaning strongly disagree, 2 meaning disagree, 3 meaning neutral, 4 meaning agree, and 5 meaning strongly agree. After the

data collection phase was finished, all of the collected information was analyzed using SPSS to determine the impact that students' anxiety had on their academic performance, taking into account the role that student engagement played as a mediator, at private institutes located in Erbil city.

IV. RESULTS

Table 1- KMO and Bartlett Sphericity Test of Self-rating Items

Factors	N. Items	Sample	KMO	Bartlett test	
				Chi-Square	Sig
Fear of Negative Evaluation	7	110	.701	.977	.000
Communication Apprehension	6	110			
Test Anxiety	7	110			
Student Engagement	7	110			
Academic Achievement	8	110			

The results of KMO for all parameters, including students' anxiety (fear of negative assessment, communication apprehension, and test anxiety), student involvement, and academic accomplishment, are presented in Table 1.. We can observe these results. The fact that the value of r is 701, which is greater than 001, suggests that the sample size that was used for the current study was more than sufficient. This was determined by the findings of the investigation. In addition, the result of the Chi-Square test was 0.97, and the threshold of significance was 0.000. According to

the findings, every variable that was utilized to test the mediating function of student engagement in the relationship between students' anxiety and academic accomplishment was found to have a substantial impact on the outcome of the study.

Table 2: Reliability analysis

Factors	N. Items	Sample	Cronbach's Alpha
Fear of Negative Evaluation	7	110	.761
Communication Apprehension	6	110	.748
Test Anxiety	7	110	.769
Student Engagement	7	110	.732
Academic Achievement	8	110	.789

The purpose of the reliability analysis was to determine the dependability of each variable used to quantify the association between student anxiety and academic accomplishment, as well as the role of student participation

as a mediator. Cronbach alpha for fear of negative evaluation was found to be greater than 0.7 for seven questions (r=.761), Cronbach alpha for communication apprehension was found to be greater than 0.7 for six questions (r=.748), Cronbach alpha for test anxiety was found to be greater than 0.7 for seven questions (r=.769), and Cronbach alpha for student engagement was found to be greater than 0.7 for seven questions (r=.769).

Table 3: Correlation Analysis

Variables		FNE	CA	TA	SE	AA
Fear of Negative Evaluation (FNE)	Pearson Correlation	1				
	Sig. (2tailed)					
	N	110				
Communication Apprehension (CA)	Pearson Correlation	.599**	1			
	Sig. (2tailed)	.000				
	N	110	110			
Test Anxiety (TA)	Pearson Correlation	.571**	.543**	1		
	Sig. (2tailed)	.000	.000			
	N	110	110	110		
Student Engagement (SE)	Pearson Correlation	.603**	.677**	.589**	1	
	Sig. (2tailed)	.000	.000	.000		
	N	110	110	110	110	
Academic Achievement (AA)	Pearson Correlation	.572**	.578**	.597**	.609**	1
	Sig. (2tailed)	.000	.000	.000	.000	
	N	110	110	110	110	110

**. Correlation is significant at the 0.01 level (2-tailed).

The study applied correlation analysis to measure the relationship between variables. the results showed that the Pearson value between fear of negative evaluation and

academic achievement was .572**, the results showed that the Pearson value between communication apprehension and academic achievement was .578**, the results showed that the Pearson value between test anxiety and academic

achievement was .597[**], and the results showed that the Pearson value between student engagement and academic achievement was .609[**]. Overall, the results showed that all

variables are positively and significantly correlated with academic achievement.

Table 4-Hierarchal Multiple Regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.154	.098		1.645	.000
	Fear of Negative Evaluation	.599	.031	.603	.9454	.000
2	(Constant)	1.074	.091		1.163	.000
	Fear of Negative Evaluation	.578	.071	.592	1.0723	.000
	Student Engagement	.611	.049	.617	1.0712	.000
a. Dependent Variable: Academic Achievement						

In the current study, hierarchal multiple regression was used to investigate the connection between students' levels of anxiety and their overall academic performance at a number of private schools located in the city of Erbil. According to the findings, the correlation between worrying about getting a bad grade and academic success was found to have a B value of. 599 This suggested that there is a positive and significant association between academic

accomplishment and the fear of receiving an unfavorable judgment of one's performance. On the other hand, it was discovered that the B value between student engagement and academic achievement was. This meant that there was no significant correlation between the two. 611 All of this pointed to the fact that there is a positive and significant connection between the fear of receiving an unfavorable evaluation and the academic achievement.

Table 5: Sobel Test

Input:		Test statistic:	Std. Error:	p-value:
a	.578	Sobel test: 6.8166972	0.05180779	.000
b	.611	Aroian test: 6.80137938	0.05192447	.000
s_a	.071	Goodman test: 6.83211899	0.05169084	.000
s_b	.049	Reset all	Calculate	

P-value is significant at level 0.005

The outcomes of the Sobel test to find the mediation analysis are illustrated in Table 5; the result reveals the direct association between fear of negative assessment as a dimension of student anxiety, and the P-value for this relationship is.0000. According to these findings, there is a large and favorable direct association between the fear of receiving a negative evaluation as a component of student anxiety and the academic accomplishments of students. In addition, the P-value for the indirect association between the fear of unfavorable evaluation as a factor of student anxiety

and academic achievement is.000. This indicates that the relationship does not exist. In addition, the findings demonstrated that there is a positive and significant direct and indirect relationship between fear of negative evaluation as a dimension of student anxiety and student engagement. Furthermore, the findings demonstrated that academic achievement plays a positive and significant mediating role in the relationship between fear of negative evaluation as a dimension of student anxiety and academic achievement.

Table 6-Hierarchal Multiple Regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.201	.087		1.5433	.000
	Communication Apprehension	.601	.036	.609	.931	.000
2	(Constant)	1.154	.088		1.078	.000
	Communication Apprehension	.613	.029	.619	1.189	.000
	Student Engagement	.634	.037	.639	1.082	.000
a. Dependent Variable: Academic Achievement						

In the current study, hierarchal multiple regression was used to investigate the connection between students' levels of anxiety and their overall academic performance at a number of private schools located in the city of Erbil. According to the findings, the correlation between worrying about getting a bad grade and academic success was found to have a B value of. 613 This suggested that there is a positive and significant association between academic accomplishment

and the fear of receiving an unfavorable judgment of one's performance. On the other hand, it was discovered that the B value between student engagement and academic achievement was. This meant that there was no significant correlation between the two. 634 All of this pointed to the fact that there is a positive and significant connection between the fear of receiving an unfavorable evaluation and the academic achievement.

Table 7: Sobel Test

Input:		Test statistic:	Std. Error:	p-value:
a	.613	Sobel test: 13.31096305	0.02919714	.000
b	.634	Aroian test: 13.30198342	0.02921685	.000
s_a	.029	Goodman test: 13.3199609	0.02917741	.000
s_b	.037	Reset all	Calculate	

P-value is significant at level 0.005

The outcomes of the Sobel test to find the mediation analysis are illustrated in Table 5; the result reveals the direct association between fear of negative assessment as a dimension of student anxiety, and the P-value for this relationship is.0000. According to these findings, there is a large and favorable direct association between the fear of receiving a negative evaluation as a component of student anxiety and the academic accomplishments of students. In addition, the P-value for the indirect association between the fear of unfavorable evaluation as a factor of student anxiety and academic achievement is.000. This indicates that the relationship does not exist. In addition, the findings demonstrated that there is a positive and significant direct and indirect relationship between communication apprehension as a dimension of student anxiety and student engagement. Furthermore, the findings demonstrated that academic achievement plays a positive and significant mediating role in the relationship between Communication Apprehension as a dimension of student anxiety and academic achievement.

Table 8-Hierarchal Multiple Regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.077	.066		1.018	.000
	Test anxiety	.621	.043	.632	.891	.000
2	(Constant)	1.061	.079		1.132	.000
	Test anxiety	.654	.033	.661	1.271	.000
	Student Engagement	.679	.026	.684	.961	.000
a. Dependent Variable: Academic Achievement						

In the current study, hierarchal multiple regression was used to investigate the connection between students' levels of anxiety and their overall academic performance at a number of private schools located in the city of Erbil. According to the findings, the correlation between worrying about getting a bad grade and academic success was found to have a B value of. 654 This suggested that there is a positive and significant association between academic accomplishment and the test anxiety of one's performance. On the other hand, it was discovered that the B value between student engagement and academic achievement

was. This meant that there was no significant correlation between the two . 679 All of this pointed to the fact that there is a positive and significant connection between the test anxiety and the academic achievement.

Table 9: Sobel Test

Input:	Test statistic:	Std. Error:	_p_-value:
a .654	Sobel test: 15.78707713	0.02812845	0
b .679	Aroian test: 15.77973788	0.02814153	0
s_a .033	Goodman test: 15.79442663	0.02811536	0
s_b .026	Reset all	Calculate	

P-value is significant at level 0.005

The outcomes of the Sobel test to find the mediation analysis are illustrated in Table 5; the result reveals the direct association between test anxiety as a dimension of student anxiety, and the P-value for this relationship is.0000. According to these findings, there is a large and favorable direct association between the test anxietyas a component of student anxiety and the academic accomplishments of students. In addition, the P-value for the indirect association between the test anxietyas a factor of student anxiety and academic achievement is.000. This indicates that the relationship does not exist. In addition, the findings demonstrated that there is a positive and significant direct and indirect relationship between test anxiety as a dimension of student anxiety and student engagement. Furthermore, the findings demonstrated that academic achievement plays a positive and significant mediating role in the relationship between Test anxiety as a dimension of student anxiety and academic achievement.

V. CONCLUSIONS & RECOMMENDATIONS

Conclusion

In the field of higher education research, it is a generally accepted fact that student involvement is one of the most important factors in overall academic success. It has also been discovered that worries about the English language can have a detrimental effect on students' ability to engage in their coursework and, as a result, their overall academic performance. In the context of the influence of English language anxiety on academic achievement in higher education, the concept of "the mediation role of student engagement" refers to the idea that student engagement acts as an intermediary factor that affects the relationship between language anxiety and academic performance.

Studies have revealed that students who feel high levels of anxiety related to the English language tend to have a lower level of academic accomplishment and a decreased degree of engagement in their studies. On the other side, students who are extremely engaged in the coursework that they are taking have a tendency to have lower levels of language anxiety and better academic performance. It is possible to draw the following conclusion as a result of the findings presented above: Student involvement acts as a mediator between language anxiety and academic accomplishment in higher education.

To summarize, encouraging student participation in higher education may help to reduce the detrimental effects that

English language anxiety has on academic performance. Fostering student engagement can be accomplished by educators and institutions by providing a supportive learning environment, offering students the opportunity to improve their language abilities, and encouraging students to actively participate in class discussions and activities.

In the field of higher education research, it is a generally accepted fact that student involvement is one of the most important factors in overall academic success. It has also been discovered that worries about the English language can have a detrimental effect on students' ability to engage in their coursework and, as a result, their overall academic performance. In the context of the influence of English language anxiety on academic achievement in higher education, the concept of "the mediation role of student engagement" refers to the idea that student engagement acts as an intermediary factor that affects the relationship between language anxiety and academic performance.

Recommendations

The following suggestions can be made on the basis of the research findings on the function that student engagement plays as a mediator between the influence of English language anxiety and academic achievement in higher education:

- Educators and institutions can foster a positive learning environment by creating a friendly and inclusive culture, minimizing linguistic stress, and praising and rewarding student participation.
- Involvement and participation in class, group projects, and other classroom activities have been shown to improve students' engagement and decrease their anxiety.
- It can enable the students to feel more comfortable and confident in their ability to communicate in English if they are given opportunities to practice the language in a safe and encouraging setting.
- Students who are experiencing difficulties with language anxiety may benefit from one-on-one support in the form of tutoring or language, which

can equip them with the knowledge and practice they need to overcome their fears.
- Provide workshops, training sessions, and other resources to help students cope with their worry about learning a new language, and students will be taking a direct approach to addressing language anxiety on the part of educators and institutions.

Educators and institutions can assist students in overcoming English language anxiety and succeeding in college by implementing the suggestions above.

VI. References

[1] Acosta-Gonzaga, E., & Ramirez-Arellano, A. (2021). The influence of motivation, emotions, cognition, and metacognition on students' learning performance: A comparative study in higher education in blended and traditional contexts. *Sage Open*, *11*(2), 21582440211027561.

[2] Alhadabi, A., & Karpinski, A. C. (2020). Grit, self-efficacy, achievement orientation goals, and academic performance in University students. International Journal of Adolescence and Youth, 25(1), 519-535.

[3] Aljaloud, A. S., Gromik, N., Kwan, P., & Billingsley, W. (2019). Saudi undergraduate students' perceptions of the use of smartphone clicker apps on learning performance. Australasian Journal of Educational Technology, 35(1).

[4] Bradley, G. L., Ferguson, S., & Zimmer-Gembeck, M. J. (2021). Parental support, peer support and school connectedness as foundations for student engagement and academic achievement in Australian youth. Handbook of Positive Youth Development: Advancing Research, Policy, and Practice in Global Contexts, 219-236.

[5] Büchele, S. (2021). Evaluating the link between attendance and performance in higher education: the role of classroom engagement dimensions. Assessment & Evaluation in Higher Education, 46(1), 132-150.

[6] Dewaele, J. M., & Li, C. (2021). Teacher enthusiasm and students' social-behavioral learning

engagement: The mediating role of student enjoyment and boredom in Chinese EFL classes. Language Teaching Research, 25(6), 922-945.

[7] Di Malta, G., Bond, J., Conroy, D., Smith, K., & Moller, N. (2022). Distance education students' mental health, connectedness and academic performance during COVID-19: A mixed-methods study. Distance Education, 43(1), 97-118.

[8] Erdoğdu, M. Y. (2019). The mediating role of school engagement in the relationship between attitude toward learning and academic achievement. International Journal of Education and Literacy Studies, 7(2), 75-81.

[9] Feng, L., & Mohd Rawian, R. (2023). The Mediating Role of Motivation and Language Anxiety in Increasing EFL Learners' Working Memory. Language Related Research, 14(1), 335-358.

[10] Guo, Y. (2021). Exploring the dynamic interplay between foreign language enjoyment and learner engagement with regard to EFL achievement and absenteeism: a sequential mixed methods study. Frontiers in Psychology, 12, 766058.

[11] Han, J., Geng, X., & Wang, Q. (2021). Sustainable development of university EFL learners' engagement, satisfaction, and self-efficacy in online learning environments: Chinese experiences. Sustainability, 13(21), 11655.

[12] Heo, H., Bonk, C. J., & Doo, M. Y. (2022). Influences of depression, self-efficacy, and resource management on learning engagement in blended learning during COVID-19. The Internet and higher education, 54, 100856.

[13] Hua, M., & Wang, L. (2023). The relationship between Chinese university students' learning preparation and learning achievement within the EFL blended teaching context in COVID-19 post-epidemic era: The mediating effect of learning methods. Plos one, 18(1), e0280919.

[14] Iqbal, J., Asghar, M. Z., Ashraf, M. A., & Yi, X. (2022). The impacts of emotional intelligence on students' study habits in blended learning environments: The mediating role of cognitive engagement during COVID-19. Behavioral sciences, 12(1), 14.

[15] Jiang, A. L., & Zhang, L. J. (2021). University teachers' teaching style and their students' agentic engagement in EFL learning in China: a self-determination theory and achievement goal theory integrated perspective. Frontiers in psychology, 12, 704269.

[16] Kim, M. K., & Ketenci, T. (2019). Learner participation profiles in an asynchronous online collaboration context. The internet and higher education, 41, 62-76.

[17] Kim, M. K., & Kim, S. M. (2020). Dynamic learner engagement in a wiki-enhanced writing course. Journal of Computing in Higher Education, 32, 582-606.

[18] Kuo, T. M., Tsai, C. C., & Wang, J. C. (2021). Linking web-based learning self-efficacy and learning engagement in MOOCs: The role of online academic hardiness. The Internet and Higher Education, 51, 100819.

[19] Liu, C., He, J., Ding, C., Fan, X., Hwang, G. J., & Zhang, Y. (2021). Self-oriented learning perfectionism and English learning burnout among EFL learners using mobile applications: The mediating roles of English learning anxiety and grit. Learning and individual Differences, 88, 102011.

[20] Liu, E., & Wang, J. (2021). Examining the relationship between grit and foreign language performance: Enjoyment and anxiety as mediators. Frontiers in Psychology, 12, 666892.

[21] Luan, L., Hong, J. C., Cao, M., Dong, Y., & Hou, X. (2020). Exploring the role of online EFL learners' perceived social support in their learning engagement: a structural equation model. Interactive Learning Environments, 1-12.

[22] Lui, M., Lau, G. K., Tam, V. C., Chiu, H. M., Li, S. S., & Sin, K. F. (2020). Parents' impact on children's school performance: Marital satisfaction,

parental involvement, and mental health. Journal of Child and Family Studies, 29, 1548-1560.

[23]   Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented'students. Educational Research Review, 29, 100307.

[24]   Ozayi, N., Ahmadi, G., & Azimpoor, E. (2021). The effect of perceptions of learning environment and academic engagement on academic performance of secondary school male students: The mediating role of academic self-efficacy. Knowledge & Research in Applied Psychology, 22(1), 168-181.

[25]   Panigrahi, R., Srivastava, P. R., & Panigrahi, P. K. (2021). Effectiveness of e-learning: The mediating role of student engagement on perceived learning effectiveness. Information Technology & People, 34(7), 1840-1862.

[26]   Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. International Journal of Adolescence and Youth, 25(1), 104-112.

[27]   Poon, K. (2020). The impact of socioeconomic status on parental factors in promoting academic achievement in Chinese children. International Journal of Educational Development, 75, 102175.

[28]   Poort, I., Jansen, E., & Hofman, A. (2022). Does the group matter? Effects of trust, cultural diversity, and group formation on engagement in group work in higher education. Higher Education Research & Development, 41(2), 511-526.

[29]   Raza, S. A., Qazi, W., & Yousufi, S. Q. (2021). The influence of psychological, motivational, and behavioral factors on university students' achievements: the mediating effect of academic adjustment. Journal of Applied Research in Higher Education, 13(3), 849-870.

[30]   Reeve, J., Cheon, S. H., & Jang, H. (2020). How and why students make academic progress: Reconceptualizing the student engagement

construct to increase its explanatory power. Contemporary Educational Psychology, 62, 101899.

[31]   Sadoughi, M., & Hejazi, S. Y. (2021). Teacher support and academic engagement among EFL learners: The role of positive academic emotions. Studies in Educational Evaluation, 70, 101060.

[32]   Sadoughi, M., & Hejazi, S. Y. (2022). The effect of teacher support on academic engagement: The serial mediation of learning experience and motivated learning behavior. Current Psychology, 1-12.

[33]   Samara, M., Da Silva Nascimento, B., El-Asam, A., Hammuda, S., & Khattab, N. (2021). How can bullying victimisation lead to lower academic achievement? A systematic review and meta-analysis of the mediating role of cognitive-motivational factors. International journal of environmental research and public health, 18(5), 2209.

[34]   Shah, S. S., Shah, A. A., Memon, F., Kemal, A. A., & Soomro, A. (2021). Online learning during the COVID-19 pandemic: Applying the self-determination theory in the 'new normal'. Revista de Psicodidáctica (English Ed.), 26(2), 168-177.

[35]   Silvola, A., Näykki, P., Kaveri, A., & Muukkonen, H. (2021). Expectations for supporting student engagement with learning analytics: An academic path perspective. Computers & Education, 168, 104192.

[36]   Tomás, J. M., Gutiérrez, M., Georgieva, S., & Hernández, M. (2020). The effects of self-efficacy, hope, and engagement on the academic achievement of secondary education in the Dominican Republic. Psychology in the Schools, 57(2), 191-203.

[37]   Turner, J. E., Li, B., & Wei, M. (2021). Exploring effects of culture on students' achievement motives and goals, self-efficacy, and willingness for public performances: The case of Chinese students' speaking English in class. Learning and Individual Differences, 85, 101943.

[38]   Veas, A., Castejón, J. L., Miñano, P., & Gilar-Corbí, R. (2019). Relationship between parent involvement and academic achievement through metacognitive strategies: A multiple multilevel mediation analysis. British journal of educational psychology, 89(2), 393-411.

[39]   Wang, W., & Zhan, J. (2020). The relationship between English language learner characteristics and online self-regulation: A structural equation modeling approach. Sustainability, 12(7), 3009.

[40]   Wang, Y., Cao, Y., Gong, S., Wang, Z., Li, N., & Ai, L. (2022). Interaction and learning engagement in online learning: The mediating roles of online learning self-efficacy and academic emotions. Learning and Individual Differences, 94, 102128.

[41]   Wickersham, A., Sugg, H. V., Epstein, S., Stewart, R., Ford, T., & Downs, J. (2021). Systematic review and meta-analysis: the association between child and adolescent depression and later educational attainment. Journal of the American Academy of Child & Adolescent Psychiatry, 60(1), 105-118.

[42]   Xu, Y., & Zou, Y. (2022). COVID-19 online teaching intervention and learning performance of college foreign language students. Frontiers in Psychology, 13.

[43]   Yu, J., Huang, C., Han, Z., He, T., & Li, M. (2020). Investigating the influence of interaction on learning persistence in online settings: Moderation or mediation of academic emotions?. International journal of environmental research and public health, 17(7), 2320.

[44]   Zhang, M. (2021). EFL/ESL teacher's resilience, academic buoyancy, care, and their impact on students' engagement: a theoretical review. Frontiers in Psychology, 12, 731859.

[45]   Zhang, X., Dai, S., & Ardasheva, Y. (2020). Contributions of (de) motivation, engagement, and anxiety to English listening and speaking. Learning and Individual Differences, 79, 101856.